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ABSTRACT

Part I of this document contains materials that relate to the Screening Test for Adult Learning Difficulties (STALD). The test, other testing materials, and test administrator's sheets are provided as attachments. The test is aimed at screening adult learners individually to see whether characteristics common to adults with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. It is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35-45 minutes. Instructions explain how to administer the three parts of the test--basic and perceptual screening, word identification test, and reading passages placement. Other sections address test interpretation and implications for remediation. A remediation chart is keyed to STALD errors; bibliographic data including source and price are given for materials cited in the remediation chart. Part II contains instructional resources for the remediation model for use in adult education or adult literacy settings. Contents include characteristics of adults with learning difficulties, principles for teaching learning disabled adults, techniques for teaching adults with learning difficulties, a curriculum for decoding instruction, and lists of instant words (frequently written English words) and protective words and phrases (used frequently in signs). Appended are an adult screening test and a STALD score sheet. (YLB)

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S.T.A.L.D.

SCREENING TEST FOR ADULTS WITH LEARNING DIFFICULTIES

AND

STRATEGIES FOR TEACHING ADULTS WITH LEARNING DIFFICULTIES

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FOREWORD

This project provides a testing instrument, a remediation model keyed to it, and instructional resources for those working with adults in Adult Education or Adult Literacy settings. It aims to screen adult learners individually to identify if characteristics common to those with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. The model particularly focuses on reading from zero to fourth grade level.

The STALD test was designed so that it could be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35 to 45 minutes. After the test was developed and administered to 36 adults by the STALD coordinator, it was field tested by one administrator, three adult education teachers, and five literacy tutors. Their input led to further refinements in the form of the test.

The students tested by the coordinator included eleven referred by literacy tutors, four from adult education learning centers (who had been referred there by three community agencies), four referring themselves directly to the coordinator, and fourteen Midwestern State University students who had been referred by professors, the college counselor, or the student himself.

Ten of the total group reported a previously confirmed learning disability, and these and thirteen others displayed difficulties on the test. Five adults had known histories or obvious characteristics of mental retardation. Eight of those tested showed no signs of learning difficulties. All tested were either put in prescribed remediation programs, counseled, or referred to other programs or forms of assistance.

The time frame for the remediation and the personal circumstances arising with some adults and some tutors limited adequate objective evaluation of the remediation prescriptions although all comments from instructors and students were extremely positive. All instruction was on a one-to-one basis. The materials chosen were either especially prepared for those with learning difficulties or follow the principles generally accepted to be successful with this population.

Video-tapes were made demonstrating the administration of the screening test and a model lesson with the Basic Angling curriculum used as a prescription. Copies may be obtained by supplying a video cassette with a request for copying to Region IX Education Service Center at the address on the title page.

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LEFT FOLDER POCKET: Student Test Sheets A1-7

RIGHT FOLDER POCKET: Sheet of cards for Visual Memory Test
Test Administrator's Sheets T1-9

SCREENING TEST FOR ADULT LEARNING DIFFICULTIES

Before administering this test:

1. Read through all of the instructions for the test.

2. Masters of sheets to be used by the **adult being tested** are lettered A-# and are in the **left** pocket of the folder. Masters for the **tester**'s sheets are in the **right** pocket and are lettered T-#.

3. Take the first sheet from the right pocket and cut along the lines to form the cards for the Visual Memory screening. Put the cards in numerical order and paper clip them to the inside of the folder's right pocket.

4. Make copies of the masters for the student's sheets A-1 and A-2 and the tester's masters T-1 through T-9. For convenience the tester's copies might be made on colored paper.

5. Practice reading the nonsense words on page T-2 before giving the test.

INSTRUCTIONS FOR ADMINISTERING

Part I.

On copies of STALD Score Sheets (pages T-1 and T-2 from the right pocket) check any of the behaviors or errors noted during testing.

Use the instructions below to administer the test.

The adult being tested writes on copies of the two sheets labeled "Adult Screening Test", found on pages A-1 and A-2 in left pocket.

Sections of Part I:

1. PERSONAL INFORMATION - to identify if the adult can fill out a form of basic personal information without help and to identify if characteristics of learning difficulties are evident in accomplishing this task.

SAY: **We know that everyone does not learn to read and do other things in exactly the same way. This is a short survey to help me find out in what ways you may learn best.**

Please fill in the blanks in Section 1 about yourself as well as you can, either in printing or in handwriting. If you are not sure of something, I will be glad to help.

This is information which any adult should be able to supply. If the adult asks for any help in reading or writing, supply the assistance and tally the weakness on the score sheet.

2. WRITING THE ALPHABET - to check knowledge of the letters, the ability to write them in correct sequence, and letter formations. If the student is unable to write the alphabet, ask if he/she can say or sing it.

SAY: **Write the letters of the alphabet, in order, on the lines. You may print or write in handwriting. If you forget any, leave spaces and go on with the rest as well as you can.**

3. NEAR-COPYING SENTENCES - to check ability to translate written print into cursive handwriting and ability to copy accurately. If the student does not know cursive, tell him/her to print. In cases of severe difficulty, suggest that the student copy only the first sentence.

SAY: **On the lines below, use your best handwriting to copy these sentences, including the punctuation marks.**

4. BASIC PHONETIC KNOWLEDGE - to check knowledge of the sound common to each of the given consonants. This reveals the student's understanding of the phonetic nature of letter symbols. Knowledge of the sounds of these consonants is necessary for entry into several instructional materials. Put an X before any letter sounds not known or incorrect.

SAY: **Put your finger below the first letter at the bottom of your page. Can you make the sound that letter usually has in a word? Good. Do this for each letter in the row as you put your finger below it.**

5. VISUAL MEMORY FOR WORDS - to test if an adult, after looking for three seconds at a letter or word on a card, can hold the visual image of what he/she saw for five seconds and then recognize and circle it from a group of five similar words.

Use the sheet in the right pocket to form cards by cutting on the lines before administering the test for the first time.

SAY: **Put your name and the date on your second sheet. You are to turn your sheet face down while I show you for three seconds a card with a letter or word on it. I will turn that card down and wait five seconds before I say, "Circle". Then you are to turn your sheet over and, on the row that matches that card number, circle the letter or word that you saw on the card. Then turn your sheet back over before seeing the next card. Do you understand?**

Show the first card to the student for three seconds (saying to self "one one-thousand, two one-thousand, three one-thousand" to measure the time.)

Turn the card face down and silently count five seconds ("one one-thousand," etc., through "five one-thousand.") The student turns

the answer sheet over and circles what he/she remembers seeing and then turns the sheet face down again.

Repeat for each of the ten cards. Remember to say, "CIRCLE"!

6. AUDITORY DISCRIMINATION BETWEEN SOUNDS - to determine if the adult can detect whether two nonsense words heard as a pair are exactly alike or are different.

The nonsense words for this test are to be **read directly from the Score Sheet, (page T-2)**, so the response can be marked there as correct or incorrect.

The adult being tested must turn so that his/her back is to the tester for this test.

Practice these nonsense words before giving this test the first time. A rhyming word is given in parentheses to aid in pronunciation. **The words should be pronounced clearly and with an identical voice inflection. You cannot repeat any words.**

SAY: **Turn so that your back is toward me.**
I am going to say a pair of nonsense words to you.
If the words sound exactly the same to you, say "YES".
If the words do not sound exactly alike say "NO".

Try with these: gan - gand. Are they alike? NO
mort - mort. Are they exactly alike? YES
Do you understand? Ready?

7. SPELLING TEST - to determine if the adult can spell these common first grade vocabulary words and to evaluate the types of errors which may appear.

Dictate these words clearly one by one, saying the number, the word, the sentence, and then the word again.

SAY: **I am going to say a list of familiar words for you to spell as well as you can. Write each one by the number given. You may print or use handwriting. If you cannot spell the word, try to spell any letters you hear. Write only the word, not the whole sentence.**

1. **name** His name is Bob. name
2. **those** I like those shoes. those
3. **stop** We will stop for lunch. stop
4. **from** Mary came from Dallas. from
5. **brown** The leaves turned brown. brown

6.	**want**	I want a new car.	want
7.	**once**	They once lived in that house.	once
8.	**said**	The man said for us to stay.	said
9.	**should**	That should make you happy.	should
10.	**they**	Do they work with you?	they
11.	**does**	Jim does not remember that.	does
12.	**people**	A lot of people were there.	people
13.	**girl**	The new baby is a girl.	girl
14.	**who**	He asked who had come.	who

Part II: Adult Word Identification Test

This test is designed to determine on what reading grade level an adult can adequately read the words. The first five words of each lettered list follow regular phonetic rules, and the second five do not. The number of errors in each category may provide insight into the adult's possible strengths or weaknesses in word identification.

Word lists for the student to read are on pages A-3 and A-4. Score sheets for this test are on pages T-3 and T-4. Be sure to mark **only on copies** of the tester's masters.

The grade level of each list appears only on the score sheet. Have the student read each list of words vertically, **beginning with list A**, then B, etc. Mark X on the score sheet immediately after any word missed and an approximation of the incorrect pronunciation. Do not tell the student any word. If he/she hesitates for five seconds, tell him/her to go on to the next word, and you mark the untried word wrong.

Stop testing after the student makes three or more errors on any lettered list. This level is too difficult. A list producing two errors indicates a good grade level for instruction.

SAY: **I would like for you to read some words for me. I do not expect you to know them all, but this will help me place you in the right reading materials. Begin with list A and tell me what you think each word is.**

Part III: Reading Passages Placement

Begin this test with the passage marked **one letter below** the last Word Identification Test list on which no more than **two** words were missed. If the student failed on lists A, B, or C, try him/her on passage A to verify a below-2nd grade level.

Give the student the appropriate page of the Reading Passages found on pages A-5 through A-7.

Use copies of the Reading Passages Score Sheets on pages T-5 through T-8 to mark while the student reads the selected passages orally. If the student hesitates over five seconds on a word, supply it and have him/her continue. Underline all errors in pronunciation or words supplied; count errors and tally.

After the student reads each passage, ask the four comprehension questions beneath it. Answers are supplied in parenthesis.. Mark with an X any questions missed. (The last question is often an inference and may be more difficult.) If the student misses **two** of the four questions, a **failure limit for comprehension** has been reached.

Continue oral reading of the passages **only until the number of pronunciation errors for the Instructional level of that passage has been surpassed.**

SAY: **Read this passage for me as well as you can. If you cannot read a word, I will help you. After you read, I will ask you a few questions about what you read. Continue to read the passages this way until I tell you to stop.**

NOTE: Cases may be encountered where the students reads the words correctly and fluently but cannot answer the questions. Double check this apparent weakness in comprehension by having the student read the passage silently and then answer the oral questions. Some readers with a strong preference for visual input may be distracted by the oral reading task. If the reader still cannot answer the questions, see the remediation charts for materials to build comprehension skills.

TALLY RESULTS OF THIS SCREENING TEST ON THE "SUMMARY" SHEET, T-9.

READ THE INTERPRETATION OF THE TESTING ON THE NEXT PAGE.

USE THE REMEDIATION CHARTS TO FIND THE RECOMMENDED MATERIALS AND METHODS FOR REMEDIATION OF THE WEAKNESSES FOUND IN THE TEST.

Interpretation of Adult Screening Test

The Screening Test for Adult Learning Difficulties was designed to detect perceptual difficulties common in persons with reading and spelling abilities well below their apparent intelligence level. It also helps to determine the type of instructional reading materials which should be effective. Reversals in letter formations or in the sequence of letters are good evidence that the person will need to be taught to read, spell, and write with special materials and methods outlined on the charts which follow.

Errors in Writing the Alphabet in sequence, Near-copying of Sentences, Visual Memory for Words, and particularly the Spelling Test, composed of frequently used first grade words, are especially indicative of persons who have been unable to learn to read and spell by the usual sight word methods. A reading level score of third grade or below for an individual who had the opportunity for adequate education usually calls for special materials.

Evidences of strengths for learning by a phonetic method are:

1) Phonetic Knowledge score showing no more than three errors.
2) Less than three errors on the Auditory Discrimination Test.
3) Fewer errors made on the first five words of the Word Identification lists (phonetic words) than on the last five non-phonetic words.
4) Smaller proportion of errors on Spelling Test for the first six words (phonetic) than the last eight non-phonetic words.
5) Errors on the Spelling Test which are spelled phonetically.

Implications for Remediation

If there were few errors made on Part I of the Screening Test, the subject may be able to learn adequately with traditional, reading materials. Sight words can be added fairly rapidly and should be remembered. A good core program for building functional literacy by a predominately sight method is New Beginnings in Reading, which was used in this model. Other materials for adult reading instruction might also be effective.

If there were numerous errors made on all parts of the test and there appears to be adequate intellectual ability, the student should respond best to a multisensory method which incorporates learning the phonetic nature of the English language so that each word does not have to be learned individually. Non-phonetic sight words are kept to a minimum of high-frequency words until the subject can generalize the sounds of specific letter patterns he/she sees and can read any words in those patterns. Even students with auditory weaknesses can be taught successfully in this way with correct materials, and it enables them to be able to read almost any type of reading material by the end of the instruction.

Implications for Remediation (cont.)

In a Vocational Committee Survey conducted by the Association for Children with Learning Disabilities in 1982, three hundred twenty-seven adults, ages eighteen and above, reported that their reading problems had been effectively treated. One hundred forty-five reported that the method used had been a phonics approach, and ninety-six reported the Gillingham multisensory program was the method used successfully. This method traditionally requires specially trained teachers. The Basic Angling Practice Book recommended and tested in the STALD model is based on the Gillingham method with additions from other types of phonics. It is designed to be used by any tutor who follows the instructions in the Teacher's Manual. In the ACLD survey, the factor reported by the students as having been the most valuable or having the most significant good effect was one-to-one tutoring. The field testing for the STALD project included only one-to-one instruction, although Basic Angling can also be used with small groups.

For adults who score poorly on Part I, display below third grade reading level on the Word Identification Test and Reading Passages, and appear to have limited intellectual ability, the Slosson Intelligence Test might be administered by an educator. Scores below seventy on this test, especially in cases known to have received special instruction for several years, usually indicate that only limited progress will be made in reading or comprehension levels. Such students are usually best served by heavy emphasis on sight recognition of survival vocabulary words and on functional living skills.

Students of apparently adequate intellectual ability who score much better on Word Identification than on comprehension should receive instruction with materials listed in the charts for comprehension. Students who do not show improvement with instruction in such materials may have disabilities in cognitive reasoning which require extensive one-to-one instruction by a specially trained or especially talented teacher.

STALD Remediation Chart
Keyed to STALD Errors

Test Item	Weakness Seen	Remedial Material or Method
1. Personal Information	a. Cannot read form	a. Entering the Reader's World, Bk.1, pp. 3-61 as needed, pp.141-147; teacher-made flash cards
	b. Cannot supply information	b. E. R. W.-Bk. 1, pp. 3-61
	c. Cannot form letters	c. E. R. W.-Bk. 1, pp. 93-124,149-52
2. Writing Alphabet	a. Does not recognize letters	a. E. R. W.-Bk. 1, pp. 65-90
	b. Cannot form letters	b. E. R. W.-Bk. 1, pp. 93-124,149-52
	c. Does not know letter order	c. E. R. W.-Bk. 1, pp. 127-137
3. Near-Copying	a. Does not know cursive form	a. E. R. W.-Bk. 1, pp. 76-90,151-52 (if deemed a practical goal)
	b. Cannot copy accurately	b. This STALD manual, p. 16; E. R. W.-Bk. 2, pp. 135-147
	c. Spacing and directionality	c. E. R. W.-Bk. 2, pp. 111-122
4. Phonetic Knowledge of Consonants	a. Does not have concept of letter symbol for sound	a. New Beginnings in Reading, Groundbreaker Exercises, pp. 50-63; This STALD manual, p. 17; Angling Phono-Cards
	b. Does not know certain consonants	b. This STALD manual, p. 17; Phono-Cards; E. R. W.-Bk. 2, pp. 33-63
5. Visual Memory	a. Not seeing first of word	a. E. R. W.-Bk. 2, pp. 33-63; Basic Angling Practice Book,pp.1-19; N. B .R.-Groundbr., pp. 52-63
	b. Not seeing center or ends	b. B. A. P. B., pp. 1-22; N. B. R.-Gr., pp. 67, 70, 71
	c. Not seeing whole word	c. E. R. W.-Bk. 2, pp. 135-150; N. B. R.-Gr., pp. 3-45 (block shapes)
	d. Reversing order of letters	d. E. R. W.-Bk. 2, pp. 111-122; B. A. P. B., pp. 1-22

STALD Remediation Chart (cont.)

Test Item	Weakness Seen	Remedial Material or Method
6. Auditory Discrimination	a. Not hearing initial consonant	a. E. R. W.-Bk. 2, pp. 6-7,12-13, 33-63; N. B. R.-Gr., pp. 72-73
	b. Not hearing final consonant	b. E. R. W.-Bk. 2, pp. 8-9, 14-15
	c. Not hearing vowel differences	c. E. R. W.-Bk. 2, pp. 10-11, 16-17
	d. Not hearing rhymes	d. E. R. W.-Bk. 2, pp. 22-25, 37-58
	e. Not hearing consonant digraphs	e. E. R. W.-Bk. 2, pp. 75-84, 94 (instruction may be delayed)
	f. Not hearing consonant blends	f. E. R. W.-Bk. 2, pp. 86-87
7. Spelling Test	a. Rotation of letter form (d-b)	a. E. R. W.-Bk. 1, pp. 93, 107, 150, 152
	b. Reversals in sequence (words 1 - 6) (words 7 - 14)	b. B. A. P. B. Spelling Curriculum, Teacher's Manual, pp. T 34-38; This STALD manual, p. 18
	c. Spelling level much below Word Identification level; Advanced ability:	c. B. A. P. B. Spelling Curriculum, Teacher's Manual, pp. T 34-38; Spellbound; Curriculum A, STALD manual, p. 19
Word Identification	a. Phonetic words missed Severe: 3rd grade or below	a. Basic Angling + Phono-Cards; N. B. R. - Books 1-8; Supplements listed
	Moderate: 4th-5th	Conquests in Reading + B.A.P.B.
	Mild: 6th-8th	Curriculum A (p. 19) + Angling for Words Study Book
	b. Cannot divide syllables	b. B. A. P. B.; N. B. R., Bk. 8; Angling for Words Study Book
	c. Non-Phonetic words missed Severe: 3rd grade or below	c. B. A. P. B., p. iv; This Stald manual, p. 17; New Beginnings in Reading; Fry word lists in STALD manual,pp. 19-21

STALD Remediation Chart (cont.)

Test Item	Weakness Seen	Remedial Material or Method
Word Identification(cont.)	Severe: (cont.)	Teacher-made cards; "Protective Reading List," STALD, pp. 23-25;
	Moderate: 4-5th grade	Check Fry lists, STALD, pp. 20-22; Teacher-made cards; B.A.P.B., Teacher's Manual, pp. T 41-2;
	Mild: 6-8th grade	Teacher-made flash cards
Comprehension Passages	a. Words missed	a. (As above in Word Identification)
	b. Weakness in comprehension Severe:	b. Conquests in Reading - stories; Living in the Reader's World, Bks. 2-4 (Survival content); Adult Reading: Comprehension, Levels A and B; Reading Skills for Adults, Blue
	c. Weakness in inference	c. Adult Reading: Comprehension; Reading Skills for Adults
	d. Weakness on vocabulary or comprehension skills	d. Adult Reading, Bks A-F; Reading Skills, Blue,Green, Brown

KEY to abbreviations of materials: (Lists, publishers, and prices follow on page 11.)

B.A.P.B. - Basic Angling Practice Book

E.R.W. - Entering the Reader's World

L.I.R.W. - Living in the Reader's World

N.B.R. - New Beginnings in Reading

MATERIALS CITED IN THE REMEDIATION CHART
(with 1986 prices listed)

Adult Reading: Comprehension, Scott, Foresman Lifelong Learning, 1900 E. Lake Avenue, Glenview, IL 60025; Levels A - F @ $2.85.

Angling for Words Study Book and The Teacher's Line, Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94947-6191; each material @ $6.00.

Basic Angling Practice Book, Academic Therapy Publications,(above), Student book $6.00, Teacher's Manual $3.00.

Conquests in Reading, Webster Division, McGraw-Hill, Manchester Road, Manchester, Missouri 63011; est. price $3.50.

Entering the Reader's World, Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, New York 10106; Books 1, 2, 3 @ $4.25 each.

Living in the Reader's World, Cambridge, The Adult Education Company,(see above); Books 1-4 @ $4.25 each.

New Beginnings in Reading, Contemporary Books, Inc., Adult Education Dept. F85, 180 North Michigan Avenue, Chicago, Illinois 60601; Books: "Groundbreaker Exercises" and Books 1-8 @ $3.50 each.

Phono-Cards for Angling for Words, Academic Therapy Publications (see above) @ $6.00.

Reading Skills for Adults, Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768; Blue, Red, Green, Brown @ $3.78.

Spellbound, Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 022238-9101; @ $4.00. For spelling disabilities in higher ability students.

Other materials used in the STALD model:

Basic Reader Series, Northwest Co-operative Laboratories, 9705 N.W. 20th Ave., Vancouver, Washington 98665; Sets 1 and 2 (8 books each) @ $15.80 per set. Supplemental.

GED Reading Skills Test, Cambridge (see above); @ $5.25. For improving reading skills in post secondary students.

Quest - Academic Skills Program, Harcourt Brace Jovanovich, 757 Third Ave., New York, New York 10017; @ $7.00. For developing college skills for L.D. adults.

CREDITS

Appreciation is given for permission to reproduce the following passages in the Reading Passages section of the STALD testing instrument:

Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768
Mastering Basic Reading Skills Series:

Passage B: Alpine Run, pages 60-61, by Laurence Swinburne and John Warner
Passage C: Freefall, page 7, by Laurence Swinburne and John Warner
Passage D: Freefall, page 79, by Laurence Swinburne and John Warner
Passage E: White Water, page 92, by Laurence Swinburne and John Warner
Passage F: Silent Deep, page 98, by Laurence Swinburne and John Warner

Houghton Mifflin Company, One Beacon Street, Boston, MA 02108
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Passage H: "Maps", from Emblems. Copyright (c) 1983 by Houghton Mifflin Company, page 377.

SOURCES

"Strategies for Teaching Adults with Learning Difficulties" is based on more than twenty years of teaching individuals with learning disabilities experienced by Dorothy Montgomery, its author. Principles and Techniques are summaries based on those experiences and study, with some paraphrase from her book, The Teacher's Line for Angling for Words. Writings of Dale Jordan, author of Dyslexia in the Classroom, were also helpful.

The words in the Word Identification Test were based on the grade lists of the BASIC SKILLS WORD LIST and other sources as checks.

Edward Fry's "New Instant Words" are found in Spelling - Basic Skills for Effective Communication, edited by Walter B. Barbe, Azalia S. Francis, and Lois A. Braun, Zaner-Bloser, Inc., Columbus, Ohio, pp. 367-69. They were categorized by Dorothy Montgomery as non-phonetic and phonetic according to principles of Paul Hanna's research.

The "Protective Reading List" was compiled by Sophia T. Salvin and Beulah S. Light of the University of Southern California, with additions by Dr. William H. Barber, Midwestern State University, Wichita Falls, Texas.

Characteristics Suggesting Possible Learning Difficulties in Adults Seeking Reading Instruction

Characteristics detected in an interview or questionnaire:

1. History of enrollment in a Special Education program while in school (particularly a Learning Disabilities resource room after 1973 in Texas.)
2. History of exposure to adequate learning opportunities provided in the native language through sixth grade.
3. History of chronic difficulties during school years in reading, writing and/or spelling.
4. History of other family members' having similar reading problems despite adequate learning opportunities.

Characteristics observable in the client by the interviewer:

1. Low self-esteem.
2. An apparent average or above-average intelligence shown by his/her responses, vocabulary, or successful achievements despite the reading weaknesses.
3. Normal eyesight and hearing, including corrections with glasses.
4. Difficulty in finding words to express ideas; use of short sentences.

Characteristics observable on client's written production:

1. Poor spelling; may be phonetic or bizarre.
2. Omission of letters, numbers, phrases, and/or endings on words.
3. Reversals in letter order within words; confusions between d, b, and/or p, p and q, m and w.
4. Errors in copying.
5. Poor spacing between letters and words; poor letter forms; short loops below line in cursive p, f, y, or g.
6. Excessive erasing or marking over when writing.
7. Whispering the words when writing.
8. Difficulty in following directions.

Characteristics Suggesting Possible Learning Difficulties in Adults Seeking Reading Instruction

Characteristics observable in a client being tested in reading:

1. Losing place often during reading; using finger to keep the place.
2. Holding book close to eyes.
3. Turning head while reading; tilting head.
4. In reading word lists:
   a. Confusion between b, d, and/or p.
   b. Reversals in letter order within words, especially in consonant blends with l or r, i.e. slat for salt.
   c. Reversals of words or syllables, i.e. was for saw.
   d. Excessive mistakes in vowel sounds in words.
   e. Difficulty in blending word parts into whole words.
5. In oral reading of passages:
   a. Omission of many words; omission of word endings.
   b. Substitutions of unrelated words.
   c. Slow, nonrhythmic reading; possible monotone.
   d. Loss of place when beginning a new line.

Characteristics observable on a spelling test are the eight items listed on the previous page for "written production".

Grade level scores on reading or spelling tests which would indicate possible learning difficulties in a client of "apparent" average intelligence:

1. A score on word identification of third grade or below when the adult received exposure to adequate learning opportunities for six years or more.
2. Word identification and comprehension scores below sixth grade level in spite of adequate learning opportunities through at least one year of high school.
3. A spelling score of third grade or below when the adult received six years or more of adequate instruction.

PRINCIPLES FOR TEACHING LEARNING DISABLED ADULTS

1. To be effective, instructional materials for LD adults should:

   A. Be on the instructional reading level of the student so that there is continuous success in mastery.

   B. Be structured in both sequence and scope so that mastery is developed **step by step** with no assumptions that the student can skip steps in his/her understanding.

   C. Provide much repetition of each step until it is mastered. These adults find security in following routine in lesson plans and in the patterns of drills.

   D. Be designed with adequate spacing of material on the page and print large enough to promote confidence.

   E. Have some form of chart or record of concepts covered so that the student can see his/her progress.

2. Teaching should center on these principles:

   A. Give LD adults **much** individual attention, 1-to-1, with **continuous direct instruction.** Small groupings are possible if the instructor is working **with** the students.

   B. Give personal encouragement and praise **continually.** With the low self-concept of LD adults, positive reinforcement is needed to acknowledge **every** success. Stress any strengths the adult has which can be used to succeed.

   C. Teach strategies for undertaking tasks and **do not assume** prior understanding of them. Analyze the task and then teach it step by step.

   D. Use a multisensory approach so that the student sees, hears, touches, and feels kinesthetically the material to be learned. This facilitates integration of the information.

   E. Have the student read orally not only to give multisensory input but also to help correct reversals and reveal types of errors which need correction through practice.

   F. Be sure you have the adult's attention before beginning instruction. Speak slowly and be specific about what he/she is to do. Remember that the LD adult will usually take words **literally** and not understand jokes or sarcasm.

PRINCIPLES FOR TEACHING LEARNING DISABLED ADULTS (cont.)

G. Give assignments one at a time, explaining each one just before he/she begins it. Having the adult repeat the directions you have given can ensure that he/she understands. If multiple assignments must be made, **write** them in words he or she can read and instruct to check off each item as it is finished. Remember that the learning disabled usually have weaknesses in **understanding time** and in **planning ahead.**

H. After teaching individual concepts, as in math or grammar, carefully mix two concepts in drill exercises, then three, etc., so that the student learns to shift from one concept to another. This is particularly important for those preparing for the G.E.D. or subject matter tests.

3. Use the instructional setting to help the LD adult develop the social skills which he/she frequently lacks. Structure situations to promote practice of such skills as joining ongoing activities, using "small talk", sharing and cooperating, and smiling and laughing with others.

TECHNIQUES FOR TEACHING ADULTS WITH LEARNING DIFFICULTIES

1. Near-copying

A. Begin the training by providing two or three letter words to be copied and gradually lengthen the words chosen to six or seven letter one-syllable words.

B. The student looks at the word to be copied and names the letters aloud in sequence.

C. The student looks away and says the letters in order from memory and then checks the original word again.

D. He/she writes the word, naming each letter as he/she writes, and then checks the word just written with the model word. If the student is able to read the word copied, he/she should read it to make sure it was copied correctly.

E. In the more advanced copying of multisyllables or phrases, the student copies by syllables or groups of letters using the techniques described above.

TECHNIQUES FOR TEACHING (cont.)

2. To teach the correspondence of a letter or letters to a sound:

   A. Show the written letter on a card (Phono-Card) and name it.

   B. Say the key word for the sound and then the sound for the letter distinctly.

   C. The student repeats the letter name, key word, and sound.

   D. Write the letter, oversized and in cursive handwriting.

   E. The student copies the letter (oversized) and names it.

   F. Show the letter on the card for the student to respond with the key word and sound.

   G. Dictate the sound; the student gives the letter name spelling while writing it.

3. To teach irregular words for reading:

   A. Print the word horizontally on an index card.

   B. Pronounce the word carefully by syllables for the student as he/she looks at it; then the student repeats it.

   C. Discuss the phonetic regularities in reading the word and identify the irregular letter sounds in the word. These irregularities in spelling may be underlined or written in color to improve visual memory of the spelling.

   D. The student composes a short, simple sentence using words already known plus the new word in context, which the student (or teacher) writes on the back of the card. The student underlines the word to be learned and reads the sentence.

   E. The student names the letters of the word in sequence and may trace the letters while naming them if that helps.

   F. The student copies the word, naming each letter aloud as he/she writes, then checks it against the model, and reads it aloud.

   G. The student accumulates a "bank" of these cards which are read regularly as flash cards. The sentences on the reverse side can be read periodically. The student can practice these cards independently as well as in class.

TECHNIQUES OF TEACHING (cont.)

4. To teach irregular words for spelling:

   A. The word should have been learned for reading by the techniques described above.

   B. Look at the word with the student, discussing the regularities for spelling and the irregular spellings seen.

   C. Write the word in separate syllables in cursive handwriting, naming the letters.

   D. The student traces the letters, naming them, and then copies the word several times, reading the word written.

   E. The student then writes the word from memory, naming each letter as it is written, and reads the spelling.

   F. Learned words should be reviewed frequently in spelling dictation.

5. To dictate individual words for spelling:

   A. Pronounce the word clearly, emphasizing consonant and vowel sounds carefully.

   B. The student repeats the word in syllables, separating the base word from any suffix. For some students it is helpful to spell the whole word orally before writing.

   C. The student writes the word in cursive, naming the letters as written. In student groups, this naming can be done subvocally.

   D. The student reads the word exactly as he/she wrote it.

   E. The teacher checks the list, marking which words have mistakes but letting the student find the error.

6. In dictating phrases or sentences for spelling:

   A. Gradually lengthen the number of words dictated in order to improve auditory memory.

   B. Read the entire phrase or sentence to the student first and he/she repeats it. Then reread by units of meaning with the student repeating the unit and then naming each letter as he writes.

   C. Reread the sentence aloud while the student checks what he/she has written and makes any corrections.

CURRICULUM A FOR DECODING INSTRUCTION

For students with a reading level of at least 4th grade and average or above-average intelligence.

Use the "Basic Angling Phonetic Survey" or the "Angling Phonetic Skills Survey" in The Teacher's Line for Angling for Words to determine the student's existing knowledge of letter sounds.

Then in order cover:

Concept or Phonograms	Angling for Words Study Book pages:
1. Reading of consonant sounds - (check)	
2. Syllable: vowel in closed syllable being short (VC); knowledge of short a, e, i, o, u "Apple Ed is on an umbrella"	4-16 23
3. VC/CV division in two-syllable words	16-18
4. Vowel y understanding	19-20
5. c as (s) before e, i, or y	29-30
6. Three-syllable VC/CV words	36
7. Three sounds of -ed	39, 45
8. Consonant suffixes	47, 51
9. Reasons for long vowels: open, accented syllable Vowel-consonant-silent e	59, 60 59-67
10. V-con.-e + consonant suffix	76, 83-4
11. Vowel-r syllables	93-106
12. Silent-e or doubled consonant + vowel suffix	261
13. g as (j) before e, i, or y usually; dge	115-118
14. Consonant digraphs	119-130
15. -es suffix	132
16. V'/CV reason for long vowel; VC'/V short; V/CV' options - unaccented open vowels	140-143 144-151
17. -ble syllables; -ble + suffix	218-223 257
18. Common vowel digraphs Check test mixed pages	162-192 175, 177, 183, 187
19. Advanced vowel digraphs	192-207
20. -tion	228-237
21. Silent consonants	242-3
22. Advanced phonograms as needed	Rest

For higher ability and level students with spelling disabilities, use the Basic Angling Practice Book spelling curriculum in its Teacher's Manual, pages T 34-38, with this Curriculum A supplementing the spelling training to reinforce understanding of English word patterns.

Items #14, 13, and 11 above appear in different order in the Basic Angling curriculum sequence for spelling, and that order should be followed when teaching spelling with Curriculum A.

Edward Fry's NEW INSTANT WORDS
Categorized by Dorothy Montgomery

FIRST 100 - 50% of all written English words:

Non-Phonetic - Must be Learned
Listed horizontally by frequency of use

of	to	you	was	are
they	have	one	word	what
were	your	said	there	do
their	other	many	some	would
into	two	write	could	people
been	who	come		

Phonetic - Listed horizontally by frequency of use

the	and	a	in	is
that	it	he	for	on
as	with	his	I	at
be	this	from	or	had
by	but	not	all	we
when	can	use	an	each
which*	she	how	if*	will
up	about	out	then	them
these	so	her	make	like
him	time	has	look	more
go	see	number	no	way
my	than	first*	water	call
oil	now	find	long	down*
day	did	get	made	may
part	over			

* - Not phonetically regular for spelling

Fry's NEW INSTANT WORDS -Second 100

Non-Phonetic

only	work	know	live	give
most	very	great	where	through
any	want	also	put	does
another	move	picture	again	change
mother	answer	study	learn	should
world				

Phonetic

new	sound	take	little	place
year*	me	back	after	thing
our	just	name	good	sentence
man	think	say	help	much*
before	line	right*	too	mean*
old	same	tell	boy	follow
came	show	around	form	three
small	set	end	well	large
must	big	even	such*	because
turn*	here	why	ask	went
men	read*	need	land	different
home	us*	try	kind	hand
off	play	spell	air	away
animal	house	point	page	letter
found	still	America	high*	

* - Not phonetically regular for spelling

Fry's NEW INSTANT WORDS - Third 100
These 300 make up about 65% of all words written in English.

Non-Phonetic

every	country	school	father	never
city	earth	eye	thought	head
don't	something	always	both	together
group	often	walk	river	four
once	second	idea	enough	real
almost	above	sometimes	mountain	young
talk	family	body	color	

Phonetic

near*	add*	food	between*	own*
below	plant	last	keep	tree
start	light*	under	story	saw
left	few	while	along	might*
close	seem	next	hard	open
example	begin	life	those	paper
got	run	important	until	children
side	feet	car	mile	night*
white	sea*	began	grow	took
carry	state	book	hear*	stop
without	late	miss	eat*	face
watch*	far	Indian	let	girl*
cut	soon	list	song	leave*
music				

* Not phonetically regular for spelling

PROTECTIVE READING LIST by Sophia T. Salvin and Beulah S. Light
University of Southern California

Alley Closed
Always be Careful
Bell out of Order
Beware
Box Office
Boy Wanted
Bus Station
Closed for Repairs
C.O.D.
Count your Change
Danger
Dentist
Doctor
Do not Crowd
Do not Talk to Operator
Down
Drive Slowly
Dynamite
Elevator
Employees Only
Employment Agency
Enter at Front
Emergency Exit
Entrance
Exit
Explosives
Fare
Fire Escape
Fire Extinguisher
For Sale
For Rent
Found
Gasoline
Girl Wanted
Glass
Go Slowly
Handle with Care
Hands Off
Have Fare Ready
Help Wanted
High Voltage
Hospital
Hunting Not Allowed
Inflammable
Keep Away
Keep Moving
Keep Off

PROTECTIVE READING LIST by Sophia T. Salvin and Beulah S. Light
University of Southern California

Keep Out
Keep to the Right
Laborers Wanted
Ladies Only
Ladies Toilet
Library
Listen
Live Wires
Look Out for a ____
Lost
Men's Toilet
Men Wanted
Next Window
No Admittance
No Left Turn
No Parking
No Smoking
No Spitting
No Trespassing
Not Responsible for ___
Office
One Way Street
Open Evenings
Out
Out of Order
Passengers Forbidden
Pay as You Enter
Please
Poison
Post No Bills
Private
Public Telephone
Post Office
Police Station
Pull
Push
R.R.
Railroad Crossing
Rest Room
Ring and Walk In
Safety First
School
Slow
Step Forward
Street Name
Street Closed
Stop

PROTECTIVE READING LIST by Sophia T. Salvin and Beulah S. Light
University of Southern California

Terms Cash
This Way Out
This Side Up
Ticket Office
Use Other Door
Up
Warning
Wanted
Watch Your Step
Wet Paint

Additional "Protective Reading List" words chosen by Dr. William H. Barber, Midwestern State University, Wichita Falls, Texas:

All Terms Cash
Alley Closed
Bank
City Hall
Court House
Don't Litter
Don't Walk
Drive In
Drop Mail Here
Electric Rail
Enter at the Rear
Flammable
First Aid Cabinet
For Rubbish Only
Fragile
Fresh Paint
In
Knock before Entering
No Loitering
Open Evenings
Quiet
School Bus
School Zone
Service Entrance
Signature
Slippery When Wet
Speed Limit
State Line
Name
No Credit
No Fishing
No Swimming
Sign Name Here
Take One
Walk
Yield

Adult Screening Test

1. Name _____
First Middle or Initial Last

Address _____
Number Street

_____
City State Zip code

Phone number _____

Birth date _____
Month Day Year

Highest school grade completed _____

Today's date _____
Month Day Year

2. Alphabet:

_____

_____

3. Copy this on the lines below:

The bad storm, which I experienced on Lake Alberta, wasn't the worst one. It was the first sign that tornado season was beginning.

_____

_____

_____

_____

_____

_____

4.

t p n s l d f h g m r c b j k v

Name _____
Date _____

Adult Screening Test (cont.)

5. Circle the letter or word you saw:

1) m v n w y

2) non on no one once

3) bat tap tabs lab tab

4) dog pond bop pod plod

5) tell left felt flit lift

6) dram bran barn brand pram

7) milky filmed flimsy filmy film

8) slaps clapped clasp claps class

9) thrill thrift thirst drift thrifty

10) reserve reverts reverses reserves reverse

Spelling List

7. 1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

Reading Lists

A.	B.	C.
see	did	take
and	that	from
down	she	how
my	on	every
here	our	stop
to	what	were
said	they	of
come	who	could
one	have	some
where	was	again

D.	E.	F.
first	carry	spot
these	much	huge
because	form	silk
work	draw	quite
use	felt	trim
don't	laugh	area
many	only	design
your	done	ache
does	engine	ruined
eyes	today	knee

Reading Lists

G.	H.
sample	meter
pause	regulation
disaster	necessity
restaurant	prompt
emergency	residence
machinery	official
postage	signature
cereal	graduate
opinion	souvenir
suggestion	aisle

I.	J.
fatal	diploma
prohibited	application
employer	escalator
occupation	municipal
wages	vacancy
fragile	attorney
commercial	divorce
dishonest	confidential
receipt	mortgage
technical	surgery

Reading Passages

A.

An old man was walking down a road. It was a cold day. He had on a dark brown coat. He also had a blue hat. A woman who saw him said hello. She thought he did not know what colors were pretty. But he just did not have any other clothes.

B.

A woman pushes herself away from the top of a high hill. She twists and turns as she goes down. She zips around poles, called gates. She goes faster and faster. She tries to get as near to the poles as she can. But she does not want to knock any down. It is hard to do. She also has to be careful she does not fall. That's hard to do because she is going at such a great speed.

Reading Passages

C.

It is never easy to be blind. But back in 1812, it was a much more difficult life than it is today. No one wanted to give blind people work. The only job they might get was shoveling coal. Sometimes their families might throw them out of the house to make their own living. And the living was usually begging. Few people felt any pity for them.

D.

In diving, a parachutist jumps from the plane as it flies over a large arrow on the ground. The diver "points" his or her body in the same direction as the arrow. Judges on the ground give signals. They tell divers the tricks that have to be done. The divers may have to do loops or turns. Divers have to do these tricks in a certain amount of time. Then the chutes can be opened and the divers float down to earth.

Reading Passages

E.

You might think that being thought the best stunt woman in the world is reward enough for any person. But it's not enough for Kitty O'Neil. Her dream is to become the fastest human being in the world, man or woman. To make that dream come true, she will need to break the speed records on water, land, and in a low-flying airplane. Is that possible? Kitty O'Neil thinks it is.

F.

In a gold rush camp you never got to know anybody too well. In the first place, you usually were too busy panning gold (if you were lucky) out of the streams to become anyone's acquaintance. Secondly, the streams played out pretty fast, and the camps broke up in a hurry.

Lastly, it wasn't considered healthy to inquire much about the background of a sourdough--that's what a prospector was called. Where someone came from and what he did there was nobody's business. There just wasn't much opportunity for conversation.

G.

Proverbs have been called "the wisdom of many and the wit of one." They are "the wit of one" because it was some one person, at some particular time and place, who put the thought of each proverb into just the right words. To put something into just the right words is to create poetry, and the unknown persons who created proverbs were poets in their own right. Proverbs are "the wisdom of many" because they express the feelings and attitudes of whole groups of people rather than just the feelings of an individual. They are part of the literature of distinctive groups of people that we refer to as "folk."

H.

Road maps, along with street maps, are used often because they show how to get from one place to another. For a specific area, such as a state or province, a road map shows the major highways and the secondary roads. It shows the road, or route, numbers and sometimes the mileage between cities. It may also show what roads are unpaved or under construction and for which roads a toll, or travel fee, is charged. Usually such important physical features as rivers and mountains also are shown on a road map.

1) w	2) on
3) tab	4) pod
5) left	6) bran
7) filmy	8) clasp
9) thrift	10) reserves

NAME _____
DATE _____

STALD SCORE SHEET
Part I

Mark X in the blank before any errors or performance described.

1. PERSONAL INFORMATION - Highest grade completed _____

_____ Needed help reading form
_____ Used card to copy data
_____ Did not know dates
_____ Did not know phone or zip code number

_____ Did not know item
_____ Misspelled name
_____ Misspelled address

_____ Incorrect letter forms List: _____
_____ Made letters from bottom
_____ Poor spacing between letters and/or words
_____ Reversals in letter or number sequence or form; b for d
_____ Whispering words when writing

2. ALPHABET - Could not write correctly but could say _____

_____ Could not write over half
_____ Reversed sequence
_____ Forgot a letter form
_____ Had to sing alphabet

_____ Left out letters
_____ Reversed letter form
_____ Incorrect letter form
_____ Mixed capitals & small

3. NEAR-COPYING - Could not write in cursive form _____
Total number of errors _____

_____ Omitted words
_____ Omitted capitals
_____ Reversed letter sequences (strom for storm, saw -was)
_____ Omitted letters in word
_____ Writing not on lines

_____ Omitted punctuation
_____ Capitalized incorrectly
_____ Added letters to word
_____ Spacing poor

4. BASIC PHONETIC KNOWLEDGE - Could not give any sounds _____

t p n s l d f h g m r c b j k v

Sounds missed: (Key word gives correct sound) (Go across)

_____ (t) top
_____ (s) sat [or _____ (z) nose]
_____ (d) dog
_____ (g) goat [or _____ (j) gem]
_____ (r) rat
_____ (b) bat
_____ (v) vest

_____ (p) pat
_____ (f) fat
_____ (k) cat [or _____ (s) city]
_____ (j) jam

_____ (n) nut
_____ (l) lap
_____ (h) hat
_____ (m) man
_____ (k) kite

NAME _____
DATE _____

STALD SCORE SHEET (CONT.)

5. VISUAL MEMORY FOR WORDS - Mark any error on left and on the right write the word which was incorrectly circled:

1. _____	w	_____	6. _____	bran	_____
2. _____	on	_____	7. _____	filmy	_____
3. _____	tab	_____	8. _____	clasp	_____
4. _____	pod	_____	9. _____	thrift	_____
5. _____	left	_____	10. _____	reserves	_____

6. AUDITORY DISCRIMINATION - Pronounce clearly; mark if wrong:

		CIRCLE:
1. mig - mid (pig-hid)	NO	_____
2. tol - pol (doll)	NO	_____
3. hink - hink (pink)	YES	_____
4. feb - fab (web-nab)	NO	_____
5. sode - shode (soap-shore)	NO	_____
6. lun - lum (run-rum)	NO	_____
7. lar - lar (star)	YES	_____
8. roz - ruz (Oz-does)	NO	_____
9. chit - thit (chip-thin)	NO	_____
10. neep - neek (jeep-peek)	NO	_____
11. rutch - rutch (Dutch)	YES	_____
12. bas - das (bad-dad)	NO	_____
13. mep - mip (step-hip)	NO	_____
14. dosh - doth (gosh-moth)	NO	_____
15. raul - raul (Paul)	YES	_____
16. caib - taib (cake-take)	NO	_____
17. nalt - noalt (salt-colt)	NO	_____
18. jeeb - jeeb (plebe)	YES	_____
19. slon - slan (Don-Dan)	NO	_____
20. zoog - zood (nougat-nude)	NO	_____

Initial errors: 2, 5, 9, 12, 16

Vowel errors: 4, 8, 13, 17, 19

Final errors: 1, 6, 10, 14, 20

Same word: 3, 7, 11, 15, 18

7. SPELLING TEST - Mark words missed and copy incorrect spelling

1. _____	name	_____	8. _____	said	_____
2. _____	those	_____	9. _____	should	_____
3. _____	stop	_____	10. _____	they	_____
4. _____	from	_____	11. _____	does	_____
5. _____	brown	_____	12. _____	people	_____
6. _____	want	_____	13. _____	girl	_____
7. _____	once	_____	14. _____	who	_____

NAME _____
DATE _____

Part II
ADULT WORD IDENTIFICATION TEST
Score Sheet

Mark errors with X in blank and write wrong pronunciation on line.
Stop testing when student misses over two words on a list.

Pre-Primer - A			Primer - B			First - C		
Ph.								
see	___	_____	did	___	_____	take	___	_____
and	___	_____	that	___	_____	from	___	_____
down	___	_____	she	___	_____	how	___	_____
my	___	_____	on	___	_____	every	___	_____
here	___	_____	our	___	_____	stop	___	_____
NP.								
to	___	_____	what	___	_____	were	___	_____
said	___	_____	they	___	_____	of	___	_____
come	___	_____	who	___	_____	could	___	_____
one	___	_____	have	___	_____	some	___	_____
where	___	_____	was	___	_____	again	___	_____

Second - D			Third - E			Fourth - F		
Ph.								
first	___	_____	carry	___	_____	spot	___	_____
these	___	_____	much	___	_____	huge	___	_____
because	___	_____	form	___	_____	silk	___	_____
work	___	_____	draw	___	_____	quite	___	_____
use	___	_____	felt	___	_____	trim	___	_____
NP.								
don't	___	_____	laugh	___	_____	area	___	_____
many	___	_____	only	___	_____	design	___	_____
your	___	_____	done	___	_____	ache	___	_____
does	___	_____	engine	___	_____	ruined	___	_____
eyes	___	_____	today	___	_____	knee	___	_____

NAME _____
DATE _____

ADULT WORD IDENTIFICATION TEST (cont.)
Score Sheet

Fifth - G			Sixth - H		
Ph.					
sample	___	_____	meter	___	_____
pause	___	_____	regulation	___	_____
disaster	___	_____	necessity	___	_____
restaurant	___	_____	prompt	___	_____
emergency	___	_____	residence	___	_____
NP.					
machinery	___	_____	official	___	_____
postage	___	_____	signature	___	_____
cereal	___	_____	graduate	___	_____
opinion	___	_____	souvenir	___	_____
suggestion	___	_____	aisle	___	_____

Seventh - I			Eighth - J		
Ph.					
fatal	___	_____	diploma	___	_____
prohibited	___	_____	application	___	_____
employer	___	_____	escalator	___	_____
occupation	___	_____	municipal	___	_____
wages	___	_____	vacancy	___	_____
NP.					
fragile	___	_____	attorney	___	_____
commercial	___	_____	divorce	___	_____
dishonest	___	_____	confidential	___	_____
receipt	___	_____	mortgage	___	_____
technical	___	_____	surgery	___	_____

NAME _____
DATE _____

SCREENING TEST FOR ADULTS WITH LEARNING DIFFICULTIES

Part III
Reading Passages Score Sheet

Begin with level one letter below Word Identification Test score. Underline all pronunciation errors made. Mark X before any comprehension questions missed. The adult's word identification level in context is the grade level of the passage on which the pronunciation errors made **do not exceed the Instructional level error number listed.** The comprehension grade level score is the last passage on which **only one** question was missed.

A. An old man was walking down a road. It was a cold day. He had on a dark brown coat. He also had on a blue hat. A woman who saw him said hello. She thought he did not know what colors were pretty together. But he just did not have any other clothes.

____ What was the man wearing? (brown coat, blue hat)
____ What did the woman do when she saw him? (said hello)
____ What did she think of his clothes? (colors didn't blend)
____ Was the man rich? How do you know? (no; didn't have any other clothes)

Grade level of passage: 1.8
Number of pronunciation errors made: _____
1 error - Independent reading level
* 3 errors- Instructional reading level
5 errors - Frustration level

B. A woman pushes herself away from the top of a high hill. She twists and turns as she goes down. She zips around poles, called gates. She goes faster and faster. She tries to get as near to the poles as she can. But she does not want to knock any down. It is hard to do. She also has to be careful she does not fall. That's hard to do because she is going at such a great speed.

____ What are the gates in this passage? (poles)
____ What is the woman trying to do with the poles? (get as close as possible)
____ Why may she fall? (because she is going so fast)
____ What sport is the woman enjoying? (skiing)

Grade Level of passage: 2.5
Number of pronunciation errors made: _____
2 errors - Independent reading level
*4 errors - Instructional reading level
8 errors - Frustration level

NAME_____

Reading Passages Score Sheet (cont.)

C. It is never easy to be blind. But back in 1812, it was a much more difficult life than it is today. No one wanted to give blind people work. The only job they might get was shoveling coal. Sometimes their families might throw them out of the house to make their own living. And the living was usually begging. Few people felt any pity for them.

____ Did blind people have a harder life in 1812 or 1980? (1812)
____ What job could the blind sometimes get? (shoveling coal)
____ What did many blind have to do for a living? (beg)
____ Were people kinder to others in 1812 than now? (no)

Grade Level of passage: 3.3

Number of pronunciation errors made: _____
1 error - Independent reading level
*3 errors - Instructional reading level
7 errors - Frustration level

D. In diving, a parachutist jumps from the plane as it flies over a large arrow on the ground. The diver "points" his or her body in the same direction as the arrow. Judges on the ground give signals. They tell divers the tricks that have to be done. The divers may have to do loops or turns. Divers have to do these tricks in a certain amount of time. Then the chutes can be opened and the divers float down to earth.

____ When does a parachute diver jump from the plane? (when it is over an arrow)
____ In what direction does the diver point his or her body? (the same as the arrow)
____ How do the divers know what tricks to do? (Judges' signals)
____ When do the divers perform the tricks? (before chute opens)

Grade Level of passage: 4th

Number of pronunciation errors made: _____
2 errors - Independent reading level
*4 errors - Instructional reading level
8 errors - Frustration level

NAME _____

Reading Passages Score Sheet (cont.)

E. You might think that being thought the best stunt woman in the world is reward enough for any person. But it's not enough for Kitty O'Neil. Her dream is to become the fastest human being in the world, man or woman. To make that dream come true, she will need to break the speed records on water, land, and in a low-flying airplane. Is that possible? Kitty O'Neil thinks it is.

____ In what job is Kitty O'Neil thought to be the best in the world? (stunts for movies)
____ What is her dream? (to be fastest human being in world)
____ What three speed records must she break? (water, land, low-flying airplane)
____ Which of these words best describes Kitty - foolish, determined, or frightened? (determined)

Grade Level of passage: 5th

Number of pronunciation errors made: _____
2 errors - Independent reading level
*4 errors - Instructional reading level
7 errors - Frustration level

F. In a gold rush camp you never got to know anybody too well. In the first place, you usually were too busy panning gold (if you were lucky) out of the streams to become anyone's acquaintance. Secondly, the streams played out pretty fast, and the camps broke up in a hurry.

Lastly, it wasn't considered healthy to inquire much about the background of a sourdough--that's what a prospector was called. Where someone came from and what he did there was nobody's business. There just wasn't much opportunity for conversation.

____ What does "panning" mean in this passage? (using a pan to sift gold from a stream)
____ Why did the camps break up quickly? (gold ran out)
____ What is a sourdough? (a prospector for gold)
____ Why didn't the people in the camp become friends? (1: too busy; not there long; dangerous to ask questions)

Grade Level of passage: 6.4

Number of pronunciation errors made: _____
2 errors - Independent reading level
*4 errors - Instructional reading level
9 errors - Frustration level

NAME _____

Reading Passages Score Sheet (cont.)

G. Proverbs have been called "the wisdom of many and the wit of one." They are "the wit of one" because it was some one person, at some particular time and place, who put the thought of each proverb into just the right words. To put something into just the right words is to create poetry, and the unknown persons who created proverbs were poets in their own right. Proverbs are "the wisdom of many" because they express the feelings and attitudes of whole groups of people rather than just the feelings of an individual. They are part of the literature of distinctive groups of people that we refer to as "folk."

____ Why are proverbs called "the wit of one"? (one person put the thought into words)
____ Who wrote the proverbs? (unknown writers)
____ Why are proverbs "the wisdom of many"? (They express the feelings of the group)
____ What is "folk literature"? (writings of distinctive groups of people)

Grade Level of passage: 7th
Number of pronunciation errors made: _____
2 errors - Independent reading level
*6 errors - Instructional reading level
11 errors - Frustration level

H. Road maps, along with street maps, are used often because they show how to get from one place to another. For a specific area, such as a state or province, a road map shows the major highways and the secondary roads. It shows the road, or route, numbers and sometimes the mileage between cities. It may also show what roads are unpaved or under construction and for which roads a toll, or travel fee, is charged. Usually such important physical features as rivers and mountains also are shown on a road map.

____ What is similar about road and street maps? (both show how to get from one place to another)
____ Name two things a road map of a state always shows. (major highways, secondary roads, route numbers)
____ Name two pieces of additional information to aid travelers that may be on a road map. (mileage between cities, unpaved & under-construction roads, toll roads)
____ What physical features are usually on road maps? (rivers and mountains)

Grade Level of passage: 8th
Number of pronunciation errors made: _____
2 errors - Independent reading level
*5 errors - Instructional reading level
9 errors - Frustration level

SUMMARY OF TESTING RESULTS
SCREENING TEST FOR ADULTS WITH LEARNING DIFFICULTIES

Student's name _____
Address _____
Phone _____ Date _____
History of Special Education? _____ LD _____ EMR _____
Tester's name _____ Phone _____

Fill in numbers or levels requested or checks:

Part I. Number of errors seen:

1. Personal Information _____
2. Alphabet _____
3. Copying _____
4. Consonant sounds not known _____
5. Visual Memory _____
   Reversals in letter sequence seen _____
6. Auditory Discrimination Initial _____
   Vowel _____ Final _____ Same word _____ _____
7. Spelling words (**especially significant**) _____
   Reversals in letter sequence seen _____

Part II. Word Identification

Highest grade level list with no more than 2 errors _____
More errors seen in phonetic words _____
nonphonetic words _____ no difference _____

Part III. Instructional and Comprehension Reading Levels

First passage read _____
Last passage read with **number of errors at or below the Instructional level listed for the passage** _____
Last passage read with **only 1 question missed** _____

Discrepancy scores:
Last school grade completed _____ **minus** Word Identification grade level _____ equals - _____
Last school grade completed _____ minus Comprehension question level _____ equals - _____

Estimate (from observation) of intellectual ability:
Below normal _____ Average range _____
Above normal _____

Estimate of severity of reading difficulty from scores (assuming at least 8 years of schooling):

_____ **Severe** Discrepancy score 6 or more _____
Errors in Part I above 8 _____ Below 3rd reading _____

_____ **Moderate** Discrepancy score 3 to 5 _____
Errors in Part I: 4 to 8 _____ 3rd to 5th reading _____

_____ **Mild** Discrepancy score 1 to 2
Errors in Part I: 1 to 3 _____ 6th to 7th reading _____

_____ Scores do not show any real difficulties